

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Hopkins Middle School**

**District: Richland District One**

**Principal: Goler Collins III**

**Superintendent: Dr. Percy Mack**

# FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

## Rationale

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

Hopkins Middle School, one of nine middle schools in Richland School District One, currently serves 451 students. Our population has decreased over the past three years from 548 students in 2004-2005 to 451 students. This decline in enrollment has resulted in major reductions in staff. Projections for the 2008-09 school year indicate that our faculty will lose five teaching positions. Approximately 94% of the student population is African-American, and the remaining 6% is comprised of white and other students. Seventy five percent of our student population receives free/reduced lunch. There are 50 teachers and 28 classified staff members.

Based upon a review of our Focused School Renewal Plan 2007-2008 (FSRP), analysis of school-wide Palmetto Achievement Challenge Test (PACT), district benchmark, Measures of Academic Progress (MAP) testing data and External Review Team (ERT) findings, the following Focused School Renewal Plan (FSRP) was developed. The plan includes various initiatives and strategies to address achievement goals focused on reading, writing, and mathematics.

The first chart below indicates Hopkins Middle School's performance on the 2007 School Report Card. Hopkins Middle School received an absolute index of 2.5, equating to a rating of "unsatisfactory" on the report card. In order for Hopkins Middle School to move out of "unsatisfactory" status on the 2008 School Report Card, we must increase our absolute index 0.2 points from 2.5 to 2.7. This increase will also satisfy the qualification for meeting expected progress.

**2007 PACT Scores**

<b>Subjects</b>	<b>Advanced 5</b>	<b>Proficient 4</b>	<b>Basic 3</b>	<b>BB-2 2</b>	<b>BB-1 1</b>	<b>Total Students</b>	<b>Average Absolute Index</b>		<b>Overall Absolute Index</b>
<b>ELA</b>	0	70	157	60	102	389	2.5		
<b>Math</b>	18	44	187	89	53	391	2.7		
<b>Science</b>	15	33	81	74	54	258	2.5		
<b>Soc. Stud.</b>	20	22	92	79	57	270	2.5		
									<b>2.5</b>

The second chart shows how we used the report calculator to assist our School Leadership Team with setting targets and goals that will enable us to move out of unsatisfactory status and met expected progress.

### PROJECTIONS for 2009 PACT Scores

<b>Subjects</b>	<b>Advanced 5</b>	<b>Proficient 4</b>	<b>Basic 3</b>	<b>BB-2 2</b>	<b>BB-1 1</b>	<b>Total Students</b>	<b>Average Absolute Index</b>		<b>Overall Absolute Index</b>
<b>ELA</b>	10	75	162	50	92	389	2.6		
<b>Math</b>	25	51	197	75	43	391	2.8		
<b>Science</b>	20	40	90	64	44	258	2.7		
<b>Soc. Stud.</b>	23	27	100	70	50	270	2.6		<b>2.7</b>

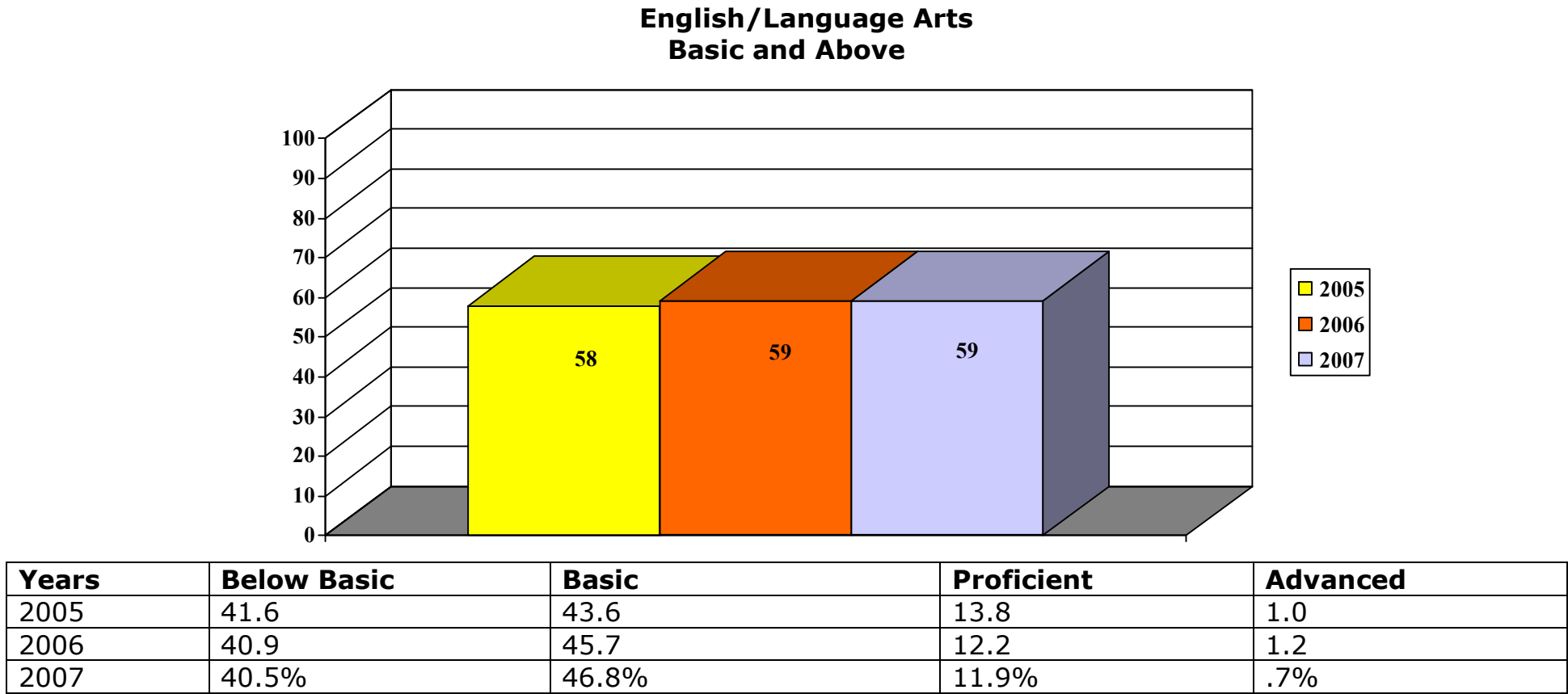
The External Review Team Liaison (Betty Dicks) met with the administrative team to discuss how the focused goals should be written. A brief overview of the process was presented to the faculty during grade level meetings by the ERTL. As part of the collaborative process the school's leadership team, which consists of the principal, assistant principal, dean of students, curriculum resource teacher, literacy coach, team leaders, lead guidance counselor, and the department chairs for English, math, science and social studies began working on the Focused School Renewal Plan on March 4, 2008. The faculty met on March 10, 2008, to develop consensus goals for the FSRP. Continuous dialogue with the district representative occurred throughout the collaborative process. These goals were presented to the ERTL when she returned on March 13, 2008. Further information and feedback were given to the administrators and faculty concerning the goals and strategies for the FSRP. Based on the positive feedback received during the ERT review March 2008, the faculty was reconvened regarding the reading student achievement goal. We decided to continue the goal. During the following week, the faculty met and reached a consensus on goals and strategies that will be implemented to address the goals in the FSRP. The final plan was compiled with this information and was submitted to the ERTL.

Throughout the External Review process, Hopkins Middle School used data from the state assessment-Palmetto Achievement Challenge Test (PACT), Standardized Testing And Reporting (STAR) testing, common assessments, benchmark testing, MAP data, Successmaker reports, along with other formative, interim, and summative assessments, as the basis for formulating the goals of the focused school renewal plan. Tests were administered in all the core academic areas: English Language Arts, math, science, and social studies.

The Hopkins Middle School FSRP is designed to increase student achievement with increased focus on reading and mathematics in grades sixth through eighth. Our plan is aligned with our District's emphasis on increasing student achievement in reading and mathematics. We believe that the end result of increasing students' reading level is increased comprehension. To be a highly skilled reader is the key to achieving success in all content areas. A highly

skilled reader will be more successful in social studies and mathematics because he or she learned to read in these subject areas.

The achievement summary below outlines the data in English/Language Arts to support our selection of the focus goal in the areas of reading and writing.



The percentage of students meeting the standard in English/language arts (ELA) in 2007 was 59.6%. There was no significant improvement over the 2006 scores. The percentage of students meeting the standard in 2007 increased slightly over the 58.3% 2005 scores. Eighth graders experienced gain in the Basic and above category. There was a decline of 4% for seventh graders in comparison to their 2006 scores. Thus, our goal in the area of reading is that

approximately seventy-five percent (75%) of the students will increase their reading level by two (2) grade levels as reflected by the STAR Reading Test. Students will take the Renaissance Reading Test during the month of September as a pretest and as a posttest in February. This goal should be accomplished by March 2009.

**Focused Student Achievement Goal One**

**At least 75% of the students will increase their reading level by two (2) grade levels as measured by the Renaissance (STAR) Reading Test by March 1, 2009.**

**Revised Focused Student Achievement Goal One**

**By April 1, 2009, 60% of the students in grades 6, 7, and 8 will increase their RIT score in reading at least 10 points from the September 2008 MAP assessment of reading to the March 2009 MAP assessment of reading as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.**

To support our goal of improved student achievement, a Focused Student Achievement goal has been established in the area of reading. Students will be pre-tested using STAR in August of 2008 and post-tested during February of 2009.

**Focused Student Achievement Goal Two**

**At least 80% of the students will score 24 points or greater on the PACT Extended Response Writing Rubric by March 1, 2009.**

**Revised Focused Student Achievement Goal Two**

**By April 1, 2009, 75% of the students in grades 6, 7, and 8 will score 24 points or greater on the March 2009 administration of the school developed writing prompt as measured by the PACT Extended Response Rubric.**

Also, to support our goal of improved student achievement, a Focused Student Achievement goal has been established in the area of writing. Students will participate in a pre-assessment (PACT-like Extended Response Writing Rubric) of their writing in September and a post-assessment (PACT-like Extended Response Writing Rubric) of their writing in February 2009.

The pre-writings, interim writings and post writings will be scored by an outside consultant.

In order to achieve both Focused Student Achievement Goals One and Two, various programs and practices will be used across the curriculum to achieve this goal. These programs include the following: content planning by teachers with partners; Academic Enrichment days; Accelerated Reader to motivate students to read more; the Collins Model of Writing in all classes; an ELA classroom library of fiction and nonfiction books to increase accessibility of reading materials for students; Literacy Reading Day; a structured Reading Across the Curriculum, the Principal's Reading Circle monthly; listening centers; and academic celebrations focused on students' success in the academic areas. Incentives will be given to students to motivate them to strive for academic success.

Hopkins Middle School plans to utilize various forms of technology (i.e. smart boards, computer labs, and software) to enhance instruction. Additional strategies include: after-school tutorials, Saturday school tutorials, and professional development based on teachers' needs. Incentives will be used to inspire and motivate teachers for excellence in the areas of attendance and exemplary teaching.

The literacy coach will provide support to teachers as they implement new strategies and best practices. Also, the coach will conduct coaching conversations with teachers about instructional practices and provide staff development in best practices.

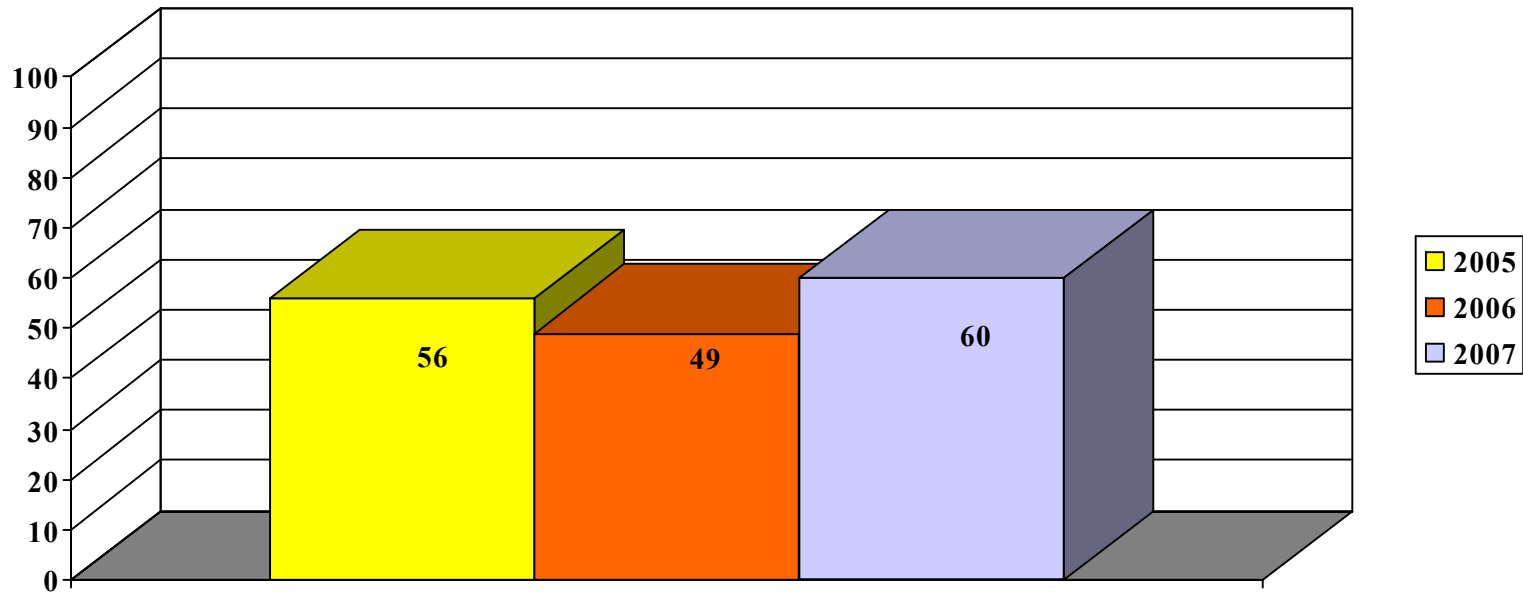
### **Focused Student Achievement Goal Three**

**At least 60% of the students will increase their Math Concepts and Skills-2 levels by 0.5 or greater beyond the IPM level on Successmaker by March 2009.**

### **Revised Focused Student Achievement Goal Three**

**By April 1, 2009, 60% of the students in grades 6, 7, and 8 will increase their RIT score in mathematics at least 10 points from the September 2008 MAP assessment of mathematics to the March 2009 MAP assessment of mathematics as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.**

### Mathematics Basic and Above



Years	Below Basic	Basic	Proficient	Advanced
2005	44.0%	39.7%	12.8%	3.5%
2006	49.2%	38.1%	8.2%	4.6%
2007	39.3%	47.6%	10.7%	2.4%

Achievement in the Successmaker courseware benchmark levels is directly correlated to the achievement bands of Basic and Proficient on PACT. The percentage of all students achieving mastery in mathematics in 2007 increased from 56% to 60%. The percentage of students scoring proficient and advanced decreased from 16.3% to 13.1%. Significant gains were noted at the eighth grade level. Achievement at the sixth and seventh grade level was approximately the same with slight increase at the seventh grade level.

Various programs and practices will be used across the curriculum to achieve this goal. The programs include the following: content planning with partners, Successmaker, Fantastic Five, professional development through Dimension 2000, the South Carolina Algebra Project, Math Night, PACT-like test, and academic celebrations.

#### **Focused Principal's Instructional Leadership Goal One**

**The principal will increase student achievement by encouraging/supporting and participating in facilitating quality instruction by 100% of the faculty being held accountable, as evidenced by the Evaluative Instrument (Checklist for Strategies/Activities FS).**

#### **Revised Focused Principal's Instructional Leadership Goal One**

**By April 1, 2009, the principal will provide support of effective instructional practices which will ensure that 60% of the students in grades 6, 7, and 8 will increase their RIT score in reading at least 10 points from the September 2008 MAP assessment of reading to the March 2009 MAP assessment of reading as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment**

To maximize instructional effectiveness, the principal and teachers will monitor the FSRP to ensure that all strategies are being implemented. Administrators and teachers will submit monitoring instruments monthly to the ERTL and administrators, respectively.

#### **Focused Principal's Instructional Leadership Goal Two**

**The principal will ensure that 100% of the teachers will use various data sets (PACT, Successmaker, STAR, Benchmark, and/or MAP) to adjust their instruction based on students' academic needs.**

#### **Revised Focused Principal's Instructional Leadership Goal Two**

**By April 1, 2009, at least 100% of the teachers will demonstrate proficiency in use of data reports in order to adjust instruction based on students' academic need. Proficiency will be determined by each teacher receiving a 3 or above on a 4 point rubric developed for areas of expected data analysis and use to be completed during March 2009.**

It is important that data is thoroughly and consistently analyzed to drive appropriate instruction to bridge instructional gaps. The gaps can be bridged through the use of differentiated instruction based on data analysis.



Again, Hopkins Middle School plans to utilize various forms of technology (i.e. smart boards, computer labs and software) to enhance instruction. After-school tutorials, Saturday School tutorials, teacher professional development, and student incentives will be used to inspire and motivate teachers and students to increase academic achievement.

A literacy coach has been hired to work in classrooms providing support to teachers to help them implement best practices in reading and writing in mathematics.

#### **Focused District Administrators' Instructional Leadership Goal One**

**Support for instructional delivery will be enhanced by requiring at least 10 (CWT's) per week to be conducted by March 2009. The district will provide evidence of the use of the following instructional strategies on a monthly basis.**

#### **Revised Focused District Administrators' Instructional Leadership Goal One**

**By April 1, 2009, sixty percent of students in grades 8 and 10 will achieve a 3.2 or 0.8 gain (respectively) in reading achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.**

Through brief classroom visits, using research-based tools and data collection software on a handheld device, instructional leaders quickly collect data about critical instructional practices. Reflective discussions on the data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

#### **Focused District Administrators' Instructional Leadership Goal Two**

**By March 1, 2009, 60 of targeted students in reading and math will score an increase of .5 above initial placement or reach the highest course level with acceptable performance (7.50 in reading, 8.91/8.95 in math), as measured by Successmaker.**

#### **Revised Focused District Administrators' Instructional Leadership Goal Two**

**By April 1, 2009, sixty percent of students in grades 8, and 10 will achieve a 5.2 or 2.8 gain (respectively) in math achievement as measured by RIT values on the Measures of academic progress (MAP) using the fall (October) to Spring (March) evaluation cycle.**

A system to monitor and assess the FSRP has been devised to ensure that the strategies outlined in the FSRP are implemented. Teachers are required to submit their monitoring checklist to the administrators who, in turn, will provide constructive feedback. Administrators will submit their monthly monitoring instruments to the ERTL.

In conclusion, our FSRP is specific and data-driven. Our goals are specific, measurable, attainable, reliable and time-bound. The strategies are "streamlined" are aligned to ensure that the goals are met.

## **Addendum**

### **Revisions to Hopkins Middle School Focused School Renewal Plan for 2008-2009**

Completed September 19, 2008

Permission was received from The External Review Office to revise the measure of student achievement for Student Achievement Goal 1 and 3. The measure will change from Successmaker to Northwest Evaluation Association's Measure of Academic Progress (MAP). It was determined that MAP would provide more specific instructional data for use by the teachers and administrators in order to meet the school's goals. MAP data from the fall administration will be available by late September and will be used to implement and monitor instructional strategies.

In response to recommendations from the External Review Team Confirmation Committee (ERTCC), the School Timeline has been revised to reflect specific dates for professional development related to the FSRP goals. The Principal's Essay contest is scheduled for February. The school-wide PACT writing prompts will be administered in November and February with a writing prompt administered in September for baseline data.

For Student Achievement Goal 3, the ERTCC recommended a more ambitious and appropriate measure with the date of the final writing assessment to be stated. Hopkins Middle School has trained their teachers in use of the PACT's 15 point writing rubric to assess student writing. The PACT Writing assessment is measured by the state 15 point writing rubric, however, the point value awarded on the state-scored PACT writing assessment is based on doubling the PACT writing rubric score in order to obtain the final student writing scores. This is the method the school has chosen to use with their students. The goal states that 75% of the students will score 24 out of 30 possible points on the writing assessment which is an ambitious goal for the school.

As recommended by the ERTCC, the Principal's Instructional Leadership Goals have been revised to reflect a measure of implementation. Principal's Goal 1 is based on the successful completion of the Student Achievement Goals. Principal's Goal 2 is based on a school developed rubric to determine mastery of data analysis as defined by the school to meet its FSRP goals.

For all goals, as recommended by the ERTCC, the indicators have been revised to include more specific information as to what the documentation will be, who will review it and maintain it, when will activities be completed, and what feedback will be given by whom.

## School Timeline

<b>MONTH</b>	<b>ACTIVITY</b>
JUNE 2008	<p>Purchase books for Sustained Silent Reading for all content areas (principal, curriculum resource teacher, literacy coach)</p> <p>Purchase materials for on-going professional development on reading in the content area for all areas (principal, curriculum resource teacher, and literacy coach)</p> <p>Develop the professional development schedule for the year (principal &amp; curriculum resource teacher)</p>
AUGUST 2008	<p>Have conferences with students scoring 5-10 points below the next achievement band on PACT (All Content Area Teachers &amp; Guidance)</p> <p>Begin Extended Response Writing Assessment (ELA Teachers &amp; Literacy Coach)</p> <p>Submit to assistant principal 2 samples of Writing (Science &amp; Social Studies teachers)</p> <p>Submit to media specialist and the assistant principal the monthly word of the day list for September (All Content Area Teachers)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (teachers)</p> <p>Submit monthly administrators' monitoring sheets to ERTL. (Administrators)</p>
SEPTEMBER 2008	<p>Complete Extended Response Writing Assessment (ELA Teachers &amp; Literacy Coach)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Analyze STAR Reading Assessment Data by Sept. 30<sup>th</sup> (Media Specialist, ELA Teachers)</p> <p>Submit preliminary PACT Essays grading (ELA Teachers)</p> <p>Reading and writing workshop Professional Development on Sept. 19<sup>th</sup> (Principal &amp; Curriculum Resource Teacher)</p> <p>Algebra Project Professional Development on September 12<sup>th</sup> (Principal)</p> <p>Submit to assistant principal 2 samples of Writing (Science &amp; Social Studies teachers)</p> <p>Submit to media specialist and the assistant principal the monthly word of the day list for October (All Department chairpersons)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit monthly administrators' monitoring sheets to ERTL. (Administrators)</p>
OCTOBER 2008	<p>Submit Renaissance Place (A. R.) Usage and Data Report Due (Media Specialist)</p> <p>Have conferences with students scoring 5-10 points below achievement band level on PACT (All Content Areas Teachers &amp; Guidance)</p> <p>Submit to assistant principal 2 samples of writing (Science &amp; Social Studies Teachers)</p> <p>Mathematics Professional Development on October 22 (Principal &amp; Curriculum Resource Teacher)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for November (All Departments)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit monthly administrators' monitoring sheets to ERTL. (Administrators)</p>
NOVEMBER	<p>Begin preparation for the Saturday Academy (Principal, CRT &amp; Guidance)</p>

2008	<p>Submit (A. R.) Usage and Data Report to Principal Due (Media Specialist)</p> <p>Complete MAP or Benchmark Assessment (All Content Area Teachers)</p> <p>Analyze MAP or Benchmark Data by Nov. 30<sup>th</sup> (All Content Area Teachers Asst. Principal, CRT)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Analyze of STAR Reading Assessment Data by Nov. 30<sup>th</sup> (Media Specialist, ELA Teachers)</p> <p>Submit to assistant principal 2 samples of writing (Science &amp; Social Studies Teachers)</p> <p>Hold Ongoing Professional Development (Principal &amp; CRT)</p> <p>Submit to media specialist and the assistant principal monthly word of the day list for December (All Content Area Teachers)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit monthly administrators' monitoring sheets to ERTL (Administrators)</p> <p>Complete Extended Response Writing Assessment (ELA Teachers &amp; Literacy Coach)</p>
DECEMBER 2008	<p>Continue preparation for the Saturday Academy (Principal, CRT &amp; Guidance)</p> <p>Submit (A.R.) Usage and Data Report Due to Principal (Media Specialist)</p> <p>Submit Mid-Year PACT-like Essays to be graded (ELA Teachers)</p> <p>Have conferences with students scoring 5-10 points below band level on PACT (All Content Areas &amp; Guidance)</p> <p>Submit to assistant principals 2 samples of Writing (Science &amp; Social Studies Teachers)</p> <p>Hold Ongoing Professional Development (Principal &amp; CRT)</p> <p>Submit to media specialist and the assistant principal monthly word of the day list for January (All Content Area Teachers)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit monthly administrators' monitoring sheets to ERTL (Administrators)</p>
JANUARY 2009	<p>Begin the Saturday Academy (Principal)</p> <p>Submit (A.R.) Usage and Data Report Due (Media Specialist)</p> <p>Submit to assistant principal 2 samples of Writing (Science &amp; Social Studies Teachers)</p> <p>Hold ongoing Professional Development (Principal &amp; CRT)</p> <p>Submit to media specialist and the assistant principal the monthly word of the day list for February (All Content Area Teachers)</p> <p>Reading and writing workshop Professional Development on January 23<sup>rd</sup>. (Principal &amp; CRT Teacher)</p> <p>Dimension 2000 Mathematics Professional Development on January 14<sup>th</sup> (Principal &amp; CRT Teacher)</p> <p>Submit to assistant principal the monthly teacher monitoring sheets (Teachers)</p> <p>Submit principal's monthly evaluation sheets to ERTL (Administrators)</p>
FEBRUARY 2009	<p>Continue the Saturday Academy (Principal)</p> <p>Submit (A. R.) Usage and Data Report Due to Principal (Media Specialist)</p> <p>Complete MAP Assessment (All Content Area Teachers)</p> <p>Analyze Map Data by 2<sup>nd</sup> week of February (All Content Area Teachers and Assistant Principal)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Analysis of STAR Reading Assessment Data by 2<sup>nd</sup> week of February (Media Specialist, ELA Teachers)</p> <p>Ongoing Professional Development (Principal &amp; CRT)</p>

	<p>Submit to media specialist and the assistant principal the monthly word of the day list for March (All Content Area Teachers)</p> <p>Start preparation for Summer Reading Camp (All Content Area Teachers)</p> <p>Submit Principal's Essay Contest winner to Principal by Feb. 30<sup>th</sup> (Principal)</p> <p>Submit to assistant principal the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit principal's monthly monitoring sheets to ERTL (Administrators)</p> <p>Submit Principal's Essay Contest winner (Principal &amp; Teachers)</p> <p>Complete Extended Response Writing Assessment (ELA Teachers &amp; Literacy Coach)</p>
MARCH 2009	<p>Continue the Saturday Academy (Principal)</p> <p>Submit (A. R.) Usage and Data Report Due to Principal (Media Specialist)</p> <p>Begin PACT Review (All Content Area Teachers)</p> <p>Hold ongoing Professional Development (Principal &amp; CRT)</p> <p>Have conferences with students scoring 5-10 points below band level on PACT (All Content Areas)</p> <p>Submit to assistant principal 2 samples of Writing (Science &amp; Social Studies Teachers)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for April (All Content Area Teachers)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit principal's monthly monitoring sheets to ERTL (Administrators)</p>
APRIL 2009	<p>Continue the Saturday Academy(Principal)</p> <p>Submit (A. R.) Usage and Data Report Due to Principal (Media Specialist)</p> <p>Continue PACT Review (All Content Area Teachers)</p> <p>Submit to assistant principal 2 samples of Writing (Science &amp; Social Studies Teachers)</p> <p>Purchase books for required reading list for SY 2009-2010 (including summer reading) (Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for May (All Content Area Teachers)</p> <p>Submit to assistant principals the monthly teachers' monitoring sheets (Teachers)</p> <p>Submit administrators' monthly monitoring sheets to ERTL (Administrators)</p>
May 2009	PACT Testing

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

By April 1, 2009, 60% of the students in grades 6, 7, and 8 will increase their RIT score in reading at least 10 points from the September 2008 MAP assessment of reading to the March 2009 MAP assessment of reading as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Daily Literacy Block highlights the importance of reading as a life skill by reinforcing reading strategies.	Principal, G. Collins; All Teachers	8/2008	<ul style="list-style-type: none"> <li>Weekly teachers' lesson plans will denote the reading strategy that will be used. Lesson plans will be reviewed by administrative team with feedback to teachers.</li> <li>Administrators' weekly observations will record whether these strategies are being implemented and discussed with teachers during ELA meetings. Reflections on observations will be shared by the Literacy Coach during the ELA monthly meetings. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
2. Academic Enrichment schedule for every other Thursday to address academic weaknesses.	Principal, G. Collins; Curriculum Resource-M. Lewis, Guidance Teachers	8/2008	<ul style="list-style-type: none"> <li>The master schedule will indicate the additional time set aside for remediation. Students' focus group rosters determined by 2008 PACT scores and MAP scores will be kept by the guidance counselors denoting students' participation.</li> <li>Teachers will create classroom activities and assessments to determine students' knowledge of PACT skills. A summary of student progress will be submitted quarterly for review by the administration.</li> <li>The administration will meet with the Academic Enrichment teachers quarterly to review student progress. A summary of the meeting will be kept on the team log.</li> </ul>

			(Principal, G. Collins, Lead guidance counselor-Brown, Curriculum Resource-M. Lewis)
3. Utilize Accelerated Reader (AR) to enhance reading comprehension skills and provide additional reading opportunities.	ELA Teachers	8/2008	<ul style="list-style-type: none"> <li>Lesson plans will indicate the times AR is used and when the students go to the media center. Lesson plans will be reviewed weekly by administrative team with feedback to teachers.</li> <li>AR quizzes will determine the students' reading comprehension. Monthly class summary reports will submit to the administration by the media specialist.</li> <li>Feedback on effective implementation of AR will be given to teachers as needed.</li> </ul> (Administration, ELA teachers & media specialist-L.Senn)
4. Common assessments will be given at the end of the month to inform instruction.	Principal, G. Collins; Administrators- K.Cleckley, W. Hughes; CRT, M. Lewis All Teachers	9/2008	<ul style="list-style-type: none"> <li>Content planning assessment rubrics will indicate the use of common assessment data to make adjustments in instruction. Samples of assessments will be collected monthly by the grade level administrator.</li> <li>Administrators' weekly observations will record whether these strategies are being implemented and feedback given to teachers as needed. (Administrators-G. Collins, K. Cleckley, W. Hughes; and M. Lewis, CRT)</li> </ul>
5. Teachers will use reading across the curriculum strategies in all classes.	Literacy Coach-S. Robinson, CRT,M. Lewis; All Teachers	9/2008	<ul style="list-style-type: none"> <li>Staff development will be provided monthly on various reading strategies that can be implemented across the curriculum. (Literacy coach, S. Robinson)</li> <li>Teachers' lesson plans will denote the reading strategy that will be used.</li> <li>Administrators' weekly observations will record whether these strategies are being implemented and feedback given as needed. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
6. Every teacher will model reading by doing weekly Read Alouds.	All Teachers	9/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the Read Alouds that will be used. Lesson plans will be reviewed weekly by administrative team with feedback to teachers.</li> <li>Administrators' observations will denote Read Alouds being implemented in the classroom and discussed with teachers during ELA meetings.</li> <li>Reflections on observations will be shared by the Literacy Coach during the ELA monthly meetings. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
7. Implement the Word of the Day by content area in all classes focusing on those words that will appear on PACT.	Dept. Chairs (Fogle, Thomas, Wilson, Mullins, Riley)	9/2008	<ul style="list-style-type: none"> <li>A monthly Word of the Day list will be generated by each grade level content area teacher and distributed to the media specialist and assistant principal for use in daily activities for reinforcement.</li> <li>Teachers will incorporate the words in their regular classroom tests to assess students' knowledge of vocabulary words.</li> <li>Samples of content area tests will be reviewed monthly</li> </ul>



			by administration for implementation. (Administrators-G. Collins, K. Cleckley, W. Hughes, Media Specialist, Linda Senn; and M. Lewis, CRT)
8. Mentor groups assigned by MAP RIT Bands will receive individualized student conferences with teachers to set goals and strategies for increasing student performance on the ELA subtest.	Guidance-Brown,& Sherman Asst. Principal-K. Cleckley	9/2008	<ul style="list-style-type: none"> <li>• A mentor folder with meeting dates and discussion notes will be kept on file with the teacher conducting the conference</li> <li>• Administrators' observation will record whether these strategies are being implemented. Students' folders will denote progress and will be reviewed monthly by the administration. (Lead guidance counselor-Brown and teachers)</li> </ul>
9. During the month of September, students will take the fall MAP reading test to determine their base reading level.	Media Specialist-L. Senn ELA teachers	9/2008	<ul style="list-style-type: none"> <li>• MAP assessment reports will be developed and distributed to teachers.</li> <li>• Teachers will meet to analyze the results and plan for instruction during their weekly team meeting.</li> <li>• Administration will monitor team meetings and monthly receive meeting summary reports. (Administration, teachers, Media Specialist, L. Senn)</li> </ul>
10. During the month of March, students will take a spring MAP reading test to determine their current reading level.	Media Specialist-L. Senn ELA teachers	2/2009	<ul style="list-style-type: none"> <li>• MAP assessment reports will be developed and distributed to teachers.</li> <li>• Teachers will meet to analyze the results and plan for instruction during their weekly team meeting.</li> <li>• Administration will monitor team meetings and monthly receive meeting summary reports. (Administration, teachers, Media Specialist, L. Senn)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal:**

**Focused Student Achievement Goal 2:** By April 1, 2009, 75% of the students in grades 6, 7, and 8 will score 24 points or greater on the March 2009 administration of the school developed writing prompt as measured by the PACT Extended Response Rubric.

\*The PACT Writing assessment is measured by a state 15 point writing rubric. The point value awarded on the PACT writing assessment is based on doubling the PACT writing rubric score in order to obtain the final student writing scores.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Content planning with partner will require teachers to plan collaboratively.	Asst. Principal K. Cleckley; Dean of Students/W. Hughes All Teachers	8/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the writing strategy that will be used from weekly collaboration.</li> <li>Administrators' weekly observations will record whether these strategies are being implemented. School developed Content planning rubrics will indicate the use of various instructional strategies and assessment.</li> <li>Rubrics will be submitted weekly to the grade level administrator. (Administrators, G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
2. There will be an Academic Enrichment schedule for every other Thursday to address academic weaknesses	G. Collins, Principal; M. Lewis, CRT, Guidance, All Teachers	9/2008	<ul style="list-style-type: none"> <li>The master schedule will indicate the additional time set aside for remediation. Students' focus group rosters determined by 2008 PACT scores and MAP scores will be kept by the guidance counselors denoting students' participation.</li> <li>Teachers will create classroom activities and assessments to determine students' knowledge of PACT skills. A summary of student progress will be submitted quarterly for review by the administration.</li> <li>The administration will meet with the Academic Enrichment teachers quarterly to review student</li> </ul>

			<p>progress. A summary of the meeting will be kept on the team log.</p> <ul style="list-style-type: none"> <li>(Principal, G. Collins; Lead guidance counselor-Brown, Curriculum Resource-M. Lewis)</li> </ul>
3. Common assessments will be given at the end of month to inform instruction.	Principal- G. Collins, asst. K.Cleckley, W. Hughes CRT, M. Lewis All Teachers	9/2008	<ul style="list-style-type: none"> <li>Content planning rubrics will indicate the use of common assessment data. Samples of assessments will be collected monthly by the grade level administrator.</li> <li>Classroom observations will be conducted at least three times per quarter for each teacher. Administrators' observations will record whether these strategies are being implemented and feedback will be provided to the teachers as needed. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
4. The Word of the Day will be implemented by content area teachers in all classes. They will focus on those words that will appear on PACT.	Dept. Chairs- Fogle, Thomas, Wilson, Mullins, Riley; Teachers	9/2008	<ul style="list-style-type: none"> <li>A monthly Word of the Day list will be generated by each grade level content area teacher and distributed to the media specialist and assistant principal for use in daily activities for reinforcement.</li> <li>Teachers will incorporate the words in their regular classroom tests to assess students' knowledge of vocabulary words.</li> <li>Samples of content area tests will be reviewed monthly by administration for implementation. (Administrators-G. Collins, K. Cleckley, W. Hughes, Media Specialist, Linda Senn; and M. Lewis, CRT)</li> </ul>
5. The school will sponsor the Principal's Essay Contest in order to give students an authentic audience to judge the students' work.	Related Arts Department Chair, Fogle; Teachers	2/2009	<ul style="list-style-type: none"> <li>A schoolwide writing prompt will be administered to students in grade 6, 7, and 8 in February.</li> <li>The essays will be scored using the state scoring rubric by and outside evaluator.</li> <li>The principal will announce the contest winner at the March assembly and a copy of the essay and assembly program will be filed with the Principal's office. (Related Arts chair-E.Fogle)</li> </ul>
6. Mentor groups will conduct individualized student conferences for the students scoring 5-10 points below achievement band to set goals and strategies for increasing students' performances on the ELA subtest.	Guidance-Brown, Sherman; Asst. Principal- K.Cleckley Teachers	9/2008	<ul style="list-style-type: none"> <li>A mentor folder with meeting dates and discussion notes will be kept on file with the teacher conducting the conference</li> <li>Administrators' observation will record whether these strategies are being implemented. Students' folders will denote progress and will be reviewed monthly by the administration. (Lead guidance counselor-Brown and teachers)</li> </ul>
7. Collins Writing Model, which focuses on three correction areas, will be utilized by all teachers.	Dept Chairs-Thomas, Wilson, Mullins, Riley, Fogle Teachers	8/2008	<ul style="list-style-type: none"> <li>The Collins Writing Model will be reviewed during the October department meeting. Attendance rosters and meeting agendas will be on file with the department head.</li> </ul>

			<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the use of the model through writing activities and samples of writing activities will be reviewed by the department head quarterly. (Dept Chairs-Thomas, Wilson, Mullins, Riley, Fogle)</li> </ul>
8. Writing Across the Curriculum will provide opportunities for students to write in all areas.	Dept Chairs-Thomas, Wilson, Mullins, Riley, Fogle; CRT-M. Lewis Literacy Coach-S.Robinson Teachers	8/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the Writing Across the Curriculum activities and samples of writing activities will be reviewed by the department head quarterly. (Dept. Chairs-Thomas, Wilson, Mullins, Riley, Fogle; CRT-M. Lewis)</li> </ul>
9. All teachers will construct a word wall using key vocabulary words (activities including word sorts, games, puzzles, etc.).	Dept Chairs-Thomas, Wilson, Mullins, Riley, Fogle; CRT-M. Lewis; Literacy Coach-S.Robinson Teacher	9/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the vocabulary words and any activities that will be used for instruction. Lesson plans will be reviewed by administrators and feedback provided. Copies of feedback are on file with the principal.</li> <li>Administrators' weekly observations will record whether the Word Wall has been established with comments provided to teachers. (Dept. Chairs-Thomas, Wilson, Mullins, Riley and Fogle)</li> </ul>
10. ELA Teachers will use the Writing Process in all grade levels to improve students' writing.	Dept Chairs-Thomas, Wilson, Mullins, Riley, Fogle; CRT-M. Lewis Literacy Coach-S.Robinson; Teacher	9/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote use of the Writing process and samples of students' published writing will be placed in their folders.</li> <li>Administrators' observations will record whether the Writing Process is being implemented. Students' folders will denote progress on writing samples and will be reviewed monthly by the department head and literacy coach. (ELA teachers; Literacy Coach-S. Robinson)</li> </ul>
11. Students will participate in writing workshops focused on their areas of weaknesses as indicated by the ELA results from the writing assessments.	ELA Department chairperson, Literacy Coach English Teachers	9/2008	<ul style="list-style-type: none"> <li>Teachers will receive training on the Writing Workshop each semester. Documentation of the training and attendance rosters will be on file with the literacy coach.</li> <li>Teachers' weekly lesson plans will denote the activity and samples of students' published writing will be placed in their folders and reviewed by literacy coach. (ELA teachers, Literacy Coach-S. Robinson)</li> </ul>
12. During the months of September, November, and February, students will be given a writing assessment using a PACT-like Writing Prompt to evaluate their writing level.	Literacy Coach-S. Robinson, ELA Department Chair, ELA Teachers	10/2008	<ul style="list-style-type: none"> <li>PACT-like essays will be scored by an outside reader to address student's weaknesses and strengths. (CRT-M. Lewis &amp; Literacy Coach-S. Robinson)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:** By April 1, 2009, 60% of the students in grades 6, 7, and 8 will increase their RIT score in mathematics at least 10 points from the September 2008 MAP assessment of mathematics to the March 2009 MAP assessment of mathematics as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Fantastic Five mathematics activities (aligned to math standards) will be used daily.	Math Dept. Chair- J. Wilson Math Teachers	9/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the activity.</li> <li>Administrators' weekly observations will record whether these strategies are being implemented. Students' folders will denote progress. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
2. Content planning with partner will require teachers to plan collaboratively.	K. Cleckley, Asst. Principal W. Hughes, Dean of Students All Teachers	8/2008	<ul style="list-style-type: none"> <li>Teachers' lesson plans will denote the reading strategy that will be used.</li> <li>Administrators' observations will record whether these strategies are being implemented. Content planning rubrics will indicate the use of various instructional strategies and assessments.</li> <li>Rubrics will be submitted weekly to the grade level administrator. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
3. There will be an Academic Enrichment schedule for every other Thursday to address academic weaknesses.	G. Collins, Principal, M. Lewis, CRT, Guidance, All Teachers	8/2008	<ul style="list-style-type: none"> <li>The master schedule will indicate the additional time set aside for remediation. Students' focus group rosters will be kept denoting students' participation.</li> <li>Teachers will create classroom and benchmark tests to assess students' knowledge of PACT skills. (Principal, G. Collins, Lead guidance counselor-Brown, Curriculum Resource-M. Lewis)</li> </ul>
4. Common assessments will be given at the end of the month to inform instruction.	Principal- G. Collins, asst. K. Cleckley, W. Hughes CRT, M. Lewis	9/2008	<ul style="list-style-type: none"> <li>Content planning rubrics will indicate the use of common assessment data. Samples of assessments will be collected monthly by the grade level administrator.</li> <li>Administrators' observations will record whether these strategies are being implemented. (Administrators-G.</li> </ul>

	All Teachers		Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)
5. Teachers will do data analysis of math scores on formative and interim assessments monthly to inform instruction.	Math Dept. Chair-J.Wilson Math teachers	9/2008	<ul style="list-style-type: none"> <li>Students' testing data will be analyzed and graphed for comparison for future test monthly. (Math Department Chair-J.Wilson)</li> </ul>
6. A course based on students' weaknesses in math will be created in Successmaker to provide individualized instruction.	Math Department Chair-J. Wilson Successmaker lab manager-Parson	9/2008	<ul style="list-style-type: none"> <li>Student testing data will be analyzed and custom courses will be created to address individual weaknesses as needed. Math Department (Chair-J. Wilson, Successmaker lab manager-Parson)</li> </ul>
7. Teachers will receive staff development to implement best practices in mathematics.	Principal, G.Collins	10/2008	<ul style="list-style-type: none"> <li>Sign in rosters will be maintained for two scheduled professional developments to show teachers' participation. Administrators' weekly observations will record whether these strategies impacted students' scores. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
8. Math Night with parents will be held to inform parents about strategies that they can use at home to support their child's academic achievement. Prizes will be awarded.	Math Dept. Chair-J.Wilson Math teachers	11/2008	<ul style="list-style-type: none"> <li>Sign-in roster will be maintained to show parents' participation. Administrators' survey parents to better assess ways to serve their children. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)</li> </ul>
9. Implement the Word of the Day by content area in all classes focusing on those words that will appear on PACT.	Math Dept. Chair-J.Wilson Math teachers	9/2008	<ul style="list-style-type: none"> <li>A monthly Word of the Day list will be generated by each content teacher and distributed to the media specialist and assistant principal. Teachers will create classroom tests to assess students' knowledge of vocabulary words. (Administrators-G. Collins, K. Cleckley, W. Hughes, media specialist, Linda Senn and M. Lewis, CRT)</li> </ul>
10. Teachers will administer a PACT-like test in math before March to provide a PACT-like test environment prior to the actual PACT Math test.	Math Dept. Chair-J.Wilson Math teachers	1/2009	<ul style="list-style-type: none"> <li>The master schedule will indicate the additional time set aside for PACT activities. PACT-like bell schedule will be kept denoting students' participation. (Principal-G.Collins)</li> </ul>
11. A teacher will sponsor a Math Club for students as a means of inspiring students to achieve higher levels (proficient and advanced) in mathematics.	Math Dept. Chair-J.Wilson Math teachers	10/2008	<ul style="list-style-type: none"> <li>A membership roster will be maintained, and a schedule of meetings will be published. (Math Dept. Chair-J.Wilson &amp; Math teachers)</li> </ul>
12. During the month of September, students will be given a math pretest using MAP to assess their current math level.	Principal-G. Collins Math Dept. Chair-J.Wilson Math teachers	9/2008	<ul style="list-style-type: none"> <li>Students' testing data will be analyzed and graphed monthly for comparison for future tests. (Principal, G. Collins)</li> </ul>
13. During the month of March, students will be given a mathematics posttest using MAP to assess their growth in math.	Principal-G. Collins Math Dept. Chair-J.Wilson Math teachers	2/2009	<ul style="list-style-type: none"> <li>Students' testing data will be analyzed and graphed monthly for comparison for future tests. (Principal, G. Collins)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:**

By April 1, 2009, the principal will provide support of effective instructional practices which will ensure that 60% of the students in grades 6, 7, and 8 will increase their RIT score in reading at least 10 points from the September 2008 MAP assessment of reading to the March 2009 MAP assessment of reading as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Conduct approximately 10 classroom visitations per week.	Principal-G. Collins, A.P-Cleckley, Hughes, & CRT-Lewis	9/2008	<ul style="list-style-type: none"> <li>Develop schedule of observations by administrators focused on instructional practices, instructional time, rigor, and assessments. Conduct formal and informal observations with written feedback and teacher conferences as needed.</li> <li>Feedback forms and observation logs will be on file with the principal. Principal-G. Collins</li> </ul>
2. Provide Professional Development to address the FSRP.	Principal-G. Collins Curriculum Resource Teacher-M. Lewis	8/2008	<ul style="list-style-type: none"> <li>Develop Professional Development Long Range Plan for administrators and distribute monthly calendars with scheduled professional development.</li> <li>Literacy professional development is scheduled bi-monthly and held during SIP team meetings. Documentation of agendas and attendance rosters are on file with the CRT.</li> <li>Algebra Project training will be held for math teachers quarterly.</li> <li>Implementation of training will be observed as part of class observations of instructional practices.</li> <li>Reading and Writing Workshop training will be held at a minimum of once per semester. Attendance rosters and materials will be on file with the literacy coach. Principal-G. Collins</li> </ul>

3. Review lessons plans to ensure literacy, writing, and instruction adjustment using Successmaker data are being implemented.	Principal-G. Collins	9/2008	<ul style="list-style-type: none"> <li>Teachers will review and analyze Success maker data from weekly progress reports.</li> <li>Lesson plans will be reviewed for adjustments to instruction based on data.</li> <li>Lesson plans feedback notes will be provided weekly to teachers in all content areas. (Principal-G. Collins Curriculum Resource Teacher-M. Lewis; Asst. principal-K.Cleckley &amp; W.Hughes)</li> </ul>
4. Ensure schedule adjustments are made to provide varied groupings of students for academic remediation days.	Principal-G. Collins	8/2008	<ul style="list-style-type: none"> <li>The master schedule will indicate the additional time set aside for remediation through the Literacy Block and Academic Enrichment.</li> <li>Students' focus group rosters for Literacy Block and Academic Enrichment based on PACT and MAP data will be developed and on file with the CRT will be kept denoting students' participation. Principal-G. Collins</li> </ul>
5. Encourage data discussion and discussion of instructional adjustments based on data in content and departmental meetings each month.	Principal-G. Collins , AP-K.Cleckley Dept. Chairs	9/2008	<ul style="list-style-type: none"> <li>Data analysis training and discussion will be held during weekly Standards in Practice Team meetings in monthly department meetings.</li> <li>Meeting summaries and attendance sheets will be maintained by the CRT. Principal-G. Collins</li> </ul>
6. Provide student incentives for positive performance in reading, writing, and math.	Principal, G. Collins	10/2008	<ul style="list-style-type: none"> <li>Provide funding for academic celebrations in reading, writing, and math.</li> <li>Establish guidelines for incentive program by September.</li> <li>Share incentive program with students in October.</li> <li>Documentation of students receiving awards will be maintained by the principal. Principal/G. Collins</li> </ul>



## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 2:**

**By April 1, 2009, at least 100% of the teachers will demonstrate proficiency in use of data reports in order to adjust instruction based on students' academic need. Proficiency will be determined by each teacher receiving a 3 or above on a 4 point rubric developed for areas of expected data analysis and use to be completed during March 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development in how to use and analyze data from PACT, Successmaker, Benchmark exams, and MAP.	Principal-G.Collins, Curriculum Resource Teacher-M. Lewis,	8/2008	<ul style="list-style-type: none"> <li>• Training on analysis of data from PACT, MAP, Successmaker, Benchmark exams, and will be held during weekly SIP meetings. Documentation of training will be attendance rosters, meeting agendas, and evidence of completed required data analysis forms.</li> <li>• Review of lessons plans will indicate how the data is being used to adjust for differentiation in instructional practices. (Principal-G.Collins CRT-M. Lewis)</li> </ul>
2. Review lesson plans weekly by content area or grade level.	Admin.Team-G. Collins, K. Cleckley, W. Hughes; CRT-M. Lewis, Dept. Chairs/ Thomas, Wilson, Mullins, Riley, Fogle	8/2008	<ul style="list-style-type: none"> <li>• Develop a monthly schedule of lesson plans to be reviewed by administrators.</li> <li>• Provide written feedback on lesson plans submitted weekly and confer with teachers as needed. A record of comments (commendations or recommendations) on lesson plans will be maintained by the administrators. (Principal-Goler Collins, CRT-M. Lewis Dept. Chairs-Thomas, Wilson, Mullins, Riley, Fogle)</li> </ul>
3. Teachers will use "Do Now" problems / Questions to address weak areas noted by the data.	Admin.Team-G. Collins, K. Cleckley, W. Hughes CRT-M. Lewis Teachers	8/2008	<ul style="list-style-type: none"> <li>• Teachers will plan for daily "Do Now" problems with whole class. Evidence of planning will be reviewed by administrators in lesson plans.</li> <li>• Based on identified skill needs from data analysis, teachers will select and instruct on the Do Now Problem.</li> <li>• Administrators' observations will record evidence of</li> </ul>

			instruction through "Do Now" problems. (Administrators-G. Collins, K. Cleckley, W. Hughes, and M. Lewis, CRT)
4. Create data teams to analyze data and student performance to guide instructional practices.	Admin.Team-G. Collins, K. Cleckley, W. Hughes CRT-M. Lewis Teachers	8/2008	<ul style="list-style-type: none"> <li>• Provide a schedule of monthly department meeting with focus on data analysis Maintain a file of meetings held and attendance rosters with the department head.</li> <li>• Maintain an agenda and notes from data team meetings with the department.</li> <li>• Observations will document plans for instructional adjustments based on these meetings. (Administrators-G. Collins, K. Cleckley, W. Hughes; and M. Lewis, CRT)</li> </ul>
5. Provide schedule adjustments so areas of weaknesses noted by the data can be re-taught with flexible grouping of students.	Admin.Team-G. Collins, K. Cleckley, W. Hughes CRT-M. Lewis	8/2008	<ul style="list-style-type: none"> <li>• The master schedule will indicate the additional time set aside for remediation through the Literacy Block and Academic Enrichment.</li> <li>• Students' focus group rosters for Literacy Block and Academic Enrichment based on PACT and MAP data will be developed and on file with the CRT. will be kept denoting students' participation. Principal-G. Collins</li> <li>• (Principal-G. Collins; CRT-M. Lewis)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 3.2, 2.5, or 2.2 (respectively) in reading achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will present and initial MAP training session for all Administrators prior to the start of the school term.	Executive Director MAP Coordinator Professional Development	July 2008	Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department
2. District administrators will establish a testing window for MAP administration	MAP Coordinator Chief Academic Officer	July 08	The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle. ) Documentation: Assessment Schedule Responsible: (MAP Coordinator)
3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP).	MAP Coordinator	July 08	School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator)
4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support.

			Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. Training will be provided to teachers with the implementation of Descartes in to assist staff with differentiated instruction.	MAP Coordinator Consultants	August 08	The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants
9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested.	District Consultants Coordinators	August 2008	District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
10. Subject area consultants will use a “coaching” model to support teachers with Implementing effective instruction and promoting engagement.	District Consultants/ENI	August 2008	District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences.  Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
11. MAP training will be provided for Curriculum Resource Teachers and the Principal’s Designee	Executive Director MAP Coordinator Professional Development	September 2008	As site personnel are responsible for the administration of MAP, these individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant. Documentation: PD Schedule Responsible: Executive Director
12. District administrators will develop and Disseminate benchmark tests to be administered during the academic school term.	Director of Curriculum and Instruction	October 2008	District benchmarks will provide the school with data regarding student’s progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The

			benchmark test and the compilation of results will be the supporting evidence. (Director of C & I) Following the Benchmark Administration as indicated on the District's Assessment Calendar. Documentation: Benchmark Reports Responsible: Executive Director
13. The district administrators will monitor MAP reports and provide feedback to principals for each evaluation period.	Executive Director MAP Coordinator	October 2008	District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 5.5, 4.2, or 3.4 (respectively) in math achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The District administration will present and initial MAP training session for all Administrators prior to the start of the school term	Executive Director MAP Coordinator Professional Development	July 2008	Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department
2. District administrators will establish a testing window for MAP administration	MAP Coordinator Chief Academic Officer	July 08	The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle. ) Documentation: Assessment Schedule Responsible: (MAP Coordinator)
3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP).	MAP Coordinator	July 08	School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator)
4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual

			support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. d. Identifying Similarities and Differences e. Summarizing and Note Taking f. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. Training will be provided to teachers with the implementation of DecCartes in to assist staff with differentiated instruction.	MAP Coordinator Consultants	August 08	The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants
9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested.	District Consultants Coordinators	August 2008	District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
10. District subject area consultants will use a “coaching” model to support teachers with implementing effective instruction and promoting engagement.	District Consultants	August 2008	District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences.  Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
11. MAP training will be provided for Curriculum Resource Teachers and the Principal’s Designee	Executive Director MAP Coordinator Professional Development	September 2008	As site personnel are responsible for the administration of MAP, these individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant . Documentation: PD Schedule Responsible: Executive Director
12. District administrators will develop and disseminate benchmark tests to be administered during the academic school term.	Director of Curriculum and Instruction	October 2008	District benchmarks will provide the school with data regarding student’s progress in meeting academic goals. The school will use the information derived to determine

			<p>where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. (Director of C &amp; I) Following the Benchmark Administration as indicated on the District's Assessment Calendar.</p> <p>Documentation: Benchmark Reports</p> <p>Responsible: Executive Director</p>
13. The district administrators will monitor reports MAP reports and provide feedback to principals for each evaluation period.	Executive Director MAP Coordinator	January 09 May 09	<p>District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity.</p> <p>Documentation: Fall MAP reports</p> <p>Responsible: Executive Director</p>



**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**The District Benchmark Assessment System** was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

**"Successmaker"** provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

**MAP-Measures of Academic Progress-** NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.

**Classroom Walk Throughs (CWT's)**

Through brief classroom visits, using research-based tools and data collection software on a handheld device, instructional leaders quickly collect data about critical instructional practices. Reflective discussions on the data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

<b>Accelerated Reader (AR)</b>	<b>AR is a computer based program that personalizes reading practice to each student's current reading level. Students also take quizzes on the books they read.</b>
<b>Curriculum on Wheels (COW)</b>	<b>COW is a comprehensive standards-based curriculum designed to increase achievement that engages students learning through technology that is easy to use.</b>
<b>Standardized Test for the Assessment of Reading (STAR)</b>	<b>STAR 's assessments provide estimates of students' skills and comparisons of students' abilities to national norms. Students take the assessment, and it is scored automatically by the software. Each is intended to aid with developing curriculum and instruction by providing feedback about student, classroom, and grade level progress.</b>
<b>Curriculum Resource Teacher(CRT)</b>	<b>The CRT is an individual who supports teachers in the use of effective instructional strategies and materials, monitors instructional recordkeeping, analyzes assessment data, and coordinates staff development.</b>
<b>Content Planning Rubric</b>	<b>A staff created rubric used to assess implementation of best practices during weekly planning meetings.</b>
<b>English Language Arts(ELA) Teacher</b>	<b>ELA teachers instruct in the content area that represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master language arts at specific grade levels during 13 years in the South Carolina public school system. Each standard describes the content students need to master by the end of each grade level.</b>
<b>Measures of Academic Progress (MAP)</b>	<b>Map is a State-aligned computerized adaptive assessment that provides useful data and information about students' achievement and growth.</b>
<b>Palmetto Achievement Challenge Test (PACT)</b>	<b>PACT is a State -level assessment aligned with SC academic standards for each subject and grade level. A new test will begin in 2008-09 entitled the PASS-Palmetto Assessment State Standards</b>
<b>Collins Model Writing</b>	<b>Collins Model for Writing is a model for writing-across-the-curriculum. It requires students to engage in curriculum content as they improve writing, thinking, listening, and speaking skills.</b>